

Trust-Wide Climate Action Plan

(Based on DfE guidance: Sustainability leadership and climate action plans in education)

1. Decarbonisation

(e.g. calculating and taking actions to reduce carbon emissions)

Long-term goals linked to decarbonisation

- To become carbon neutral
- To make genuine, fundamental mindset changes in our children and within our school community.

Background information

Carbon emissions can be categorised into three “scopes”. These are:

- Scope 1: Carbon that is burnt on site (i.e. the school boiler)
- Scope 2: Carbon that is burnt elsewhere to provide energy (i.e. the school electricity supply)
- Scope 3: Every other source of carbon emission (e.g. unsustainable resources, food and transport)

Element 1: Using sustainable energy (reducing Scope 1 and Scope 2 carbon emissions)

| Objective | Timescale | Who is responsible? | Review |
|---|-------------|--|--------|
| Conduct regular energy audits to identify areas for improvement, including upgrading boilers, installing Building Management Systems, LED lighting and replacing inefficient windows/doors. | 2025 - 2026 | Estates Manager | |
| Switch off lights and appliances when not in use, including computers, projectors and interactive whiteboards. | 2025 - 2026 | All staff | |
| Display information across the school to remind staff and pupils to switch off lights, devices and taps. | 2025 - 2026 | Estates Manager Site Managers | |
| Keep doors and windows closed in cold weather to reduce heat loss. | 2025 - 2026 | All staff | |
| Monitor and adjust heating schedules and temperatures to avoid unnecessary energy use. | 2025 - 2026 | Estates Manager Site Managers School SLT | |
| Conserve water by installing cistern dams, flow restrictors and other waste-reducing systems. | 2026 - 2027 | Estates Manager Site Managers | |
| Insulate hot water pipes to minimise heat loss, prevent wasted water when running taps and reduce the risk of frozen pipes. | 2026 - 2027 | Estates Manager Site Managers | |
| Ensure all energy systems operate efficiently, with any breakages or leaks addressed as a matter of priority. | 2026 - 2027 | Estates Manager Site Managers | |
| Explore opportunities to upgrade heating to more efficient systems (e.g. air source heat pumps, biomass, solar) and install smart meters. | 2027 - 2028 | Estates Manager | |
| Improve insulation and replace inefficient windows/doors where possible. | 2026 - 2027 | Estates Manager | |
| Review the sustainability credentials of energy suppliers and prioritise renewable or ethical options. | 2026 - 2027 | Estates Manager | |

| Appoint the site manager or named individual to oversee and monitor energy reduction measures. | 2025 - 2026 | Estates Manager School SLT | |
|---|--|--|--------|
| Display Energy Performance Certificates prominently in school buildings. | 2025 - 2026 | Site Managers | |
| Seek funding through schemes such as the Low Carbon Skills Fund and Public Sector Decarbonisation Scheme. | 2027 - 2028 | Estates Manager | |
| Embed climate action priorities into each school's strategic plan and report progress annually to ensure accountability and continuous improvement. | 2025 - 2026 | Estates Manager School SLT | |
| Element 2: Reducing Scope 3 carbon emissions | | | |
| Objective | Timescale | Who is responsible? | Review |
| Develop and implement transport plans to reduce car dependency for school journeys. | 2025 - 2026 | Estates Manager Trust Sustainability Lead School SLT | |
| Provide clear and accessible recycling systems for: <ul style="list-style-type: none"> • Dry recyclables (paper, cardboard, metal, plastic, glass). • Waste Electrical and Electronic Equipment (WEEE). • Organic waste (food/kitchen composting). | Dry 2025 - 2026 WEEE 2026 - 2027 Organic 2025 - 2026 | Estates Manager Catering Staff | |
| Reduce use of single-use plastics and non-recyclable materials. | 2025 - 2026 | Estates Manager Trust Sustainability Lead | |
| Limit laminating to essential cases and prioritise long-term use for laminated resources. | 2025 - 2026 | Trust Sustainability Lead | |
| Minimise printing by using digital communication wherever possible. | 2025 - 2026 | All staff | |
| When printing is essential, print double-sided and use multiple pages per sheet where appropriate. | 2025 - 2026 | All staff | |
| Encourage pupils to share printed resources where feasible. | 2025 - 2026 | Trust Sustainability Lead | |
| Communicate with parents via email, school websites and text messaging to reduce paper use. | 2025 - 2026 | Trust Sustainability Lead School SLT | |
| Prioritise leasing or purchasing second-hand equipment and furniture where suitable. | 2025 - 2026 | Estates Manager | |
| Participate in national initiatives such as the <i>Keep Britain Tidy – Big School Spring Clean and Count Your Carbon</i> . | 2026 - 2027 | Trust Sustainability Lead | |

2. Adaptation and resilience

(e.g. taking actions to reduce the risk of flooding and overheating)

Long term goals linked to adaptation and resilience

- To ensure that extreme weather does not limit access to education
- To ensure that children and staff are appropriately protected from extreme weather

Background information

Climate change is causing an increase in extreme weather events, including flooding, heatwaves and longer, more severe cold weather periods. Schools should give consideration to how they might mitigate these events. This should include:

- Changes that can be made to the school site to reduce the effects of flooding / hot weather etc.
- Policies and procedures that can be put in place to help children and staff work in such circumstances.

Element 1: Better equipping the school site for weather/weather events linked to climate change

| Objective | Timescale | Who is responsible? | Review |
|---|-------------|---|--------|
| Conduct site and building audits to identify areas for improvement in resilience to heat and flooding. | 2025 - 2026 | Estates Manager Site Managers School SLT | |
| Maintain blinds and explore fitting window films to reduce indoor temperatures. | 2025 - 2026 | Estates Manager Site Managers | |
| Minimise water waste through measures such as greywater harvesting. | 2026 - 2027 | Estates Manager Site Managers | |
| Explore installing Sustainable Urban Drainage System (SUDS) planters to capture and reuse rainwater for plants. | 2025 - 2026 | Estates Manager Site Managers Trust Sustainability Lead | |

Element 2: Ensuring school policies and procedures help to mitigate extreme weather (e.g. heatwaves) for children and staff

| Objective | Timescale | Who is responsible? | Review |
|--|-------------|--|--------|
| Develop and implement a hot weather policy. | 2025 - 2026 | School SLT | |
| Explore installing shade structures in outdoor learning and play areas. | 2027 - 2028 | Estates Manager Site Managers School SLT | |
| Deliver annual assemblies on sun safety and hot weather awareness as part of the collective worship cycle. | 2025 - 2026 | Trust Sustainability Lead School SLT | |

3. Biodiversity

(e.g. engaging with the National Education Nature Park and enrolling in the Climate Action Award)

Long term goals linked to biodiversity

- To increase natural habitats within the school grounds (leading to an increase in biodiversity)
- To engage children and families in processes which will increase biodiversity locally.

Background information

In the UK, we've lost half of all our biodiversity since the industrial revolution – more than any other G7 country. We are in the bottom 10% of all countries globally for remaining biodiversity. The main reason for this is the catastrophic decline of our wild spaces. There is a huge wealth of evidence telling us that restoring biodiversity is a vital step in the fight against climate change. Schools should therefore consider how they can support nature's recovery within the school grounds, as well as promote measures to increase biodiversity in the wider school community.

Element 1: Increasing biodiversity within the school grounds

| Objective | Timescale | Who is responsible? | Review |
|--|-------------|---|--------|
| Incorporate biodiversity into outdoor learning spaces. Create and maintain habitats such as composting areas, bug hotels, planters and rewilded spaces. | 2025 - 2026 | Site Manager Trust Sustainability Lead School SLT | |
| Promote litter reduction through assemblies, curriculum links and eco-committee initiatives. | 2025 - 2026 | Trust Sustainability Lead School SLT | |
| Ensure all school community members take responsibility for keeping the site clean, using bins correctly, reusing and recycling wherever possible. | 2025 - 2026 | Site Manager Trust Sustainability Lead | |

Element 2: Increasing biodiversity beyond the school grounds (e.g. through work with families and the community)

| Objective | Timescale | Who is responsible? | Review |
|--|-------------|---|--------|
| Partner with organisations such as <i>National Education Nature Park, Climate Action Award, Rewilding Britain and The Wildlife Trust</i> . | 2025 - 2026 | Trust Sustainability Lead | |
| Encourage parents to support active travel, e.g. walking to school. | 2025 - 2026 | School SLT Trust Sustainability Lead | |
| Organise family challenges, such as building bug hotels or rewilding home gardens. | 2025 - 2026 | Trust Sustainability Lead School SLT | |

4. Climate education and green careers

(e.g. ensuring that education gives knowledge-rich and comprehensive teaching about climate change and that teachers feel supported to offer this.)

Long-term goals linked to climate education and green careers

- For climate action to be embedded throughout the curriculum.
- To identify a climate specific focus at least once each year.
- For all children in school to be exposed to green careers so they see a green career as a realistic opportunity and a job of value.

Background information

- Schools should consider how well their curriculum and extra-curricular offer:
- imparts a comprehensive understanding of climate change;
- instils a desire to take environmentally positive action;
- equips children with an awareness of green careers (and gives them the knowledge, skills and aspirations to pursue these).

Element 1: Climate education

| Objective | Timescale | Who is responsible? | Review |
|--|-------------|--|--------|
| Establish an eco-committee “Green Team” of staff and pupils to lead sustainability initiatives. | 2025 - 2026 | Trust Sustainability Lead School SLT | |
| Promote healthy lifestyles that support sustainability, e.g. participating in the Daily Mile. | 2025 - 2026 | Trust Sustainability Lead School SLT | |
| Encourage walking, cycling, car sharing and public transport for travel to and from school. | 2025 - 2026 | Trust Sustainability Lead School SLT | |
| Promote safe travel through road safety and <i>Bikeability</i> training. | 2025 - 2026 | Trust Sustainability Lead School SLT | |
| Provide secure cycle storage for staff and pupils. | 2025 - 2026 | Estates Manager Site Managers School SLT | |
| Promote staff car sharing for travel to training and events. | 2025 - 2026 | Trust Sustainability Lead School SLT | |
| Join the <i>Green Schools Project</i> to engage pupils in environmental and sustainability learning. | 2025 - 2026 | Trust Sustainability Lead | |
| Organise themed events linked to wider initiatives such as <i>Let’s Go Wild</i> , <i>Earth Day</i> or <i>The Earthshot Prize</i> . | 2025 - 2026 | Trust Sustainability Lead | |
| Use <i>Teach the Future</i> resources to support cross-curricular climate education <i>within</i> the current curriculum. | 2026 - 2027 | Trust Sustainability Lead Curriculum Leader | |
| Work towards <i>Eco-School</i> accreditation. | 2027 - 2028 | Trust Sustainability Lead School SLT | |

Element 2: Green careers

| Objective | Timescale | Who is responsible? | Review |
|-----------|-----------|---------------------|--------|
| | | | |

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|--|--------------------|---|--|
| Highlight green careers during curriculum-linked events such as Science Week and sustainability-themed days. | 2025 - 2026 | Trust Sustainability Lead School SLT | |
|--|--------------------|---|--|